

Spruce Room March Update



Learning a New Skill – Turn Taking

As we continue to work on self-regulation, an additional skill we are working on is turn taking.

'As children progress through early childhood, acquiring communication is one of the most pivotal developmental milestones. Communication starts with basic elements, such as babbling and one syllable words, and children slowly learn more complex aspects of development, such as full conversations and exchanges. When children develop conversation skills, they also learn the skill of turn taking.' CSTAcademy.

So why is turn taking such an important skill?

'Its an important skill for children to develop, in order to effectively participate in social communications. If a child is not able to take turns during interactions, they may interrupt the other person who is speaking or may not actively listen. Children who struggle with turning taking in social situations may also experience trouble building friendships in class'. CSTAcademy.

Here in the Spruce Room, we intentionally set up activities that require turn taking. By providing multiple opportunities and support the children as they communicate their needs to their friends, we are providing many opportunities for the children to practice patience, and we all know practice makes perfect!

We as educators model turn taking for the children when they engage in play time, making it clear to the children whose turn it is. We play games that require turn taking, share stories that show example of turn taking, and Miss Lindsay uses a talking stick. When it's a person's turn for talking, the child is given a talking stick that symbolizes that it is their turn. These are a few examples of how we encourage turn taking.

Email Updates/Communication

We are using HiMama for classroom communication. If you have any questions or suggestions please feel free to message us!

Coming Up This Month

- March 3: Wear your favourite shirt
- March 10: Wacky hair day
- March 17: St. Patrick's Day - wear green.
- March 24: Jersey Day
- March 31: Wear your favourite hat

Links to Support Learning at Home

100 Languages: [The 100 Languages - Reggio Emilia \(weebly.com\)](https://www.100languages.com/)

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Children's Interests

Literature

We have rediscovered another favourite book in the Spruce Room library, called "Were Going on a Bear Hunt" written by Micheal Rosen, Illustrated by Helen Oxenbury. The children have really taken an interest in this book as it is quite exciting; you can see the excitement in their eyes! It involves a little family who, together, set out to find a bear. They cover a lot of different terrains and overcome great obstacles to get to where the bear is. The ending is gripping and suspenseful - a must-read.

Together, the children, Miss Lindsay, and Miss Sarah go on a bear hunt in the field next to the playground. We try to go into the field during our outdoor time almost every day, braving massive obstacles and challenging our courage and tenacity. No bear has been spotted thus far... stay tuned.

When we are in the field there is a constant chatter between the children about the hunt, where they are going, and encouraging their friends to follow. There has been an explosion of new vocabulary words coming from the children, and we often hear dialogue from the book integrated into their play. Their sentences have increased in length and they have quickly added adjectives to extend the length of their sentences - oh the exciting joys of literacy!-This explosion of adjectives is best highlighted on our return from our own bear hunt in the field. The children were abuzz with conversation discussing the sights and marvels the observed on their hunt over the rough terrain. Shrieks of "sticky", "squishy", and "OH! The mud is so dirty" were the buzz words that were overheard when the children were recounting the mud puddle they navigated in the field.

If you have any books that you would like to contribute to our repertoire we would love to hear them!

Expression and Belonging

'One of the four foundations of learning is "expression or communication" (to be heard, as well as to listen) and it takes on many different forms. Though their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.'
(HDLH)

Here in the Spruce Room, we create experiences that encourage language and also ask questions that require language rich in thought, such as going for a walk in the field and pretending were going on a bear hunt! Or pretending the ice patch on the ground is a skating rink and showing our friends how to skate on ice.

The children are encouraged to help a friend or remind a friend. For example, 'We are lining up now in the hall' and not just doing this by using their words but also gently taking them by the hand and guiding them to the hall, showing them what we are doing. Belonging, that sense of connectiveness is also evident, by making a contribution to the group, by including their friends and being conscious of a classmate's well-being. Well-being another foundation of How Does Learning Happen?.